



Accommodations


“Look Book”

Presentation Accommodations


- Provide students with text-to-speech technology, or read text aloud to the students
- Use advanced organizers
- Visual or auditory signals or prompts
- Provide clear and simple instructions, repeated or paraphrased if necessary
- Provide organization methods or strategies
- Assign students a note-taker, if possible
- Reduce visual and auditory distractions

Additional Resources: https://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/jj1/pdf/iris_pres_accomm_ex.pdf

Response

- Text-to-Speech
 - Speech-to-Text
 - Word processing over writing
 - Allow students to respond in easiest manner possible whether it be verbal or written
 - Increased wait time
 - Use of graphic organizers and outlines while writing
 - Guided notes/ Outlines for videos
 - Use of calculators or manipulatives in math
 - Highlight key words in directions
 - Visual Timer
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Setting

- Preferential Seating
 - Different room for testing
 - Noise canceling headphones
 - Flexible seating (ex. Sitting on a yoga ball)
 - Study carrels
 - Exercise band around chair leg for student to fidget with
 - Small group and/or individual settings
 - Accommodate students with physical disabilities (Ex. wide aisles for students in wheelchairs)
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Setting Cont'd

- Lighting
- Small fidgets
- A safe space for students to get away from excessive stimuli
- Resources at desk
- Desk facing where large group instruction takes place
- Seating away from windows or view of window to avoid distractions




Timing and Scheduling


- Build schedule to match student's biological clock
- Frequent breaks
- Extended time to complete task
- Chunking of assignments
- Timeline for assignment completion
- Timers
- Micro-targeting
- Maximize effectiveness of staff



Organization

- Posted schedule that has the daily routine, class rules, and expectations
 - Color or number coordinated supplies
 - Provide sequenced step-by-step instructional checklists that are written and spoken
 - Provide timelines for assignments and tasks in class
 - Provide rubrics and test outlines
 - Assignment notebook to track assignments
 - Use graphic organizers for summarizing and note taking
 - Provide less questions/problems on each page
 - Highlight main ideas in long readings
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Organization Continued...

- Asking the student to repeat instructions back
 - Provide extra reading materials to leave at home
 - Allow extra time to transition to new tasks
 - Keep extra pencils, notebooks, and reading materials in the classroom
 - Check-in times for the students to meet with the teacher
 - Use larger print
 - Use graphing paper for students to organize math problems
 - Allow students to type if they struggle with neat handwriting
 - Personal timer
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Testing Accommodations

- Additional time to complete the test
 - Large text test copies
 - Printed copy of spoken directions/highlight key directions on the test
 - Alternate response types- verbal response
 - Wheelchair accessible testing station
 - Short breaks in between test sections
 - Taking the test in an environment free of distractions
 - Study guides with main concepts given before hand
 - Choice of test format- multiple choice, essay, true or false
 - Open book or open-note tests
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